



The Effect of Learning Strategy, Achievement Motivation, and Communication Skill toward Learning Outcomes on the Course PMPIPS-SD at PGSD



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Abstract

The effect of instructional strategies, achievement motivation, and communication skills toward learning outcomes of PGSD on PGSD. The purpose of this research was to compare the effectiveness of the use of instructional strategies, achievement motivation, and communication skills of PGSD students in the PMPIPS-SD subject. A quasi-experimental research with pretest-posttest nonequivalent control group design was carried out to achieve the goals. The data were analyzed by three-way ANOVA with SPSS 16,0 for windows. The research result showed that the learning outcomes students of the PMPIPS-SD subject taught by using PK-IK strategy were better than that using PN-DK strategy, the students who had high achievement motivation better than who had a low one, the students who had high communication skills better than who had a low one.

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1. Introduction

Learning strategy is one of the most important factors that determine the success of teaching and learning process (Arends, 2007). Choosing an appropriate learning strategy will lead to learning activities which are in accordance with materials prepared beforehand. As an innovative learning strategy, the implementation of cooperative learning-group investigation requires the involvement of active students (Moore, 2005). The involvement will be optimum if students have the motivation to achieve high accomplishment. Motivation to achieve high accomplishment will make someone to bring his/her wish into reality based on his/her goal (Keller, 1983). A person who has the motivation to achieve high accomplishment and he/she is supported by cooperation among others will have the motivation to accomplish complex tasks (Arends, 2007). Cooperation among others which own heterogeneous abilities requires communication one another. When all the variables synergize simultaneously, the students will get the learning outcomes optimally.

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The heterogeneity of the members in group learning becomes one of the requirements in conducting cooperative learning. Through cooperative learning, all students have the heterogeneous ability. They are continuously encouraged to participate actively in accomplishing all the learning tasks (Slavin, 2005). In cooperative learning, Rolheiser & Anderson (2004) emphasize that students can learn from interaction with more capable peers. Students are confronted with learning process with peers. This method is not only effective and opened for all students, but also workable and opened toward the process of thinking for the students. In a cooperative group, the other students can listen the discussion happen in the classroom and also they can learn how to use the way of thinking that is employed to gain the success in accomplishing the tasks given.

A cooperative learning strategy is a way to create a learning community in the classroom. Through this strategy, individual needs and group needs can be accommodated optimally (Slavin, 2005). To make students' participation in cooperative group successful, Abass (2002) suggests they need to be supported by the motivation to achieve high accomplishment/achievement so that each student works hard to reach the group goals.

Motivation to achieve accomplishment is a factor which encourages students to do efforts to reach learning goals. Conversely, the students who never experienced success in learning activities tend to lose motivation to achieve accomplishment. As the consequence, it will distract their interest into the other things. Meanwhile, the students who have high motivation to achieve accomplishment tend to work hard to accomplish the challenging tasks (Wigfield & Eccles, 2002).

In cooperative learning, motivation to achieve accomplishment has an important role to grow up each individual desire in the group to do his/her own role and responsibility. Slavin (2005) emphasizes that the role of specialization of individual tasks is yet important because it will guide each student to be responsible for his/her tasks. This responsibility can be seen from each individual contribution (performance) in the group. The basis of the task specialization according to Cohen (1994) is when each student in the group is responsible for part of the whole tasks, each student will be proud of what he/she has done because group tasks are related to each group members tasks. Joyce & Weil (2000) add the importance of the task specialization in group work explicitly emphasizes the various ability of the students in a group. The heterogeneous ability will motivate each student to contribute actively in doing the group tasks.

Methods of the task specialization in cooperative learning have another name, group investigation (Sharan & Sharan, 1992, 1994). Group investigation in cooperative learning emphasizes the importance of being cooperative in the classroom. It is a requirement to face various complex problems that are found in the democratic community (Slavin, 2005). Dewey (1938), states that democratic elements must be visible in every classroom. It is based on a concept that the classroom is a place to do cooperative creativity. Teacher and students build up the learning process which is based on mutual planning from various experiences, capacity, and individual needs. This statement is also supported by Reigeluth & Carr-Chellman (2009) who define learning as an active process in which students construct their knowledge. Students are the active participants in every aspect of school life include making a decision that determines the goal of what they are doing. The group is a social means that relates to this process. Furthermore, the group plan is the result of joint work formulation that triggers students' optimum involvement as the group members.

The implementation of group investigation method in cooperative learning is based on the importance of social domain and intellectual domain in the learning process which is supported by the internal values (Slavin, 2005). Moreover, Sharan & Sharan (1992) through their researches conclude an important value of implementing group investigation, interpersonal dialogue. It means that the dimensions of the social taste of learning in the classroom become the essential element, in this case, the communication element. This element is really essential and it becomes the major element. Each member of the group is encouraged to have communication skill, either verbal or nonverbal. Communication among peers in a classroom will give the best result if it is done in form of small group. Each member in the small group will share their thought so that the process of exchanging thought happens. Furthermore, Sharan & Sharan (1992), Sharan (1992), and Slavin (2005) assert that when this type of cooperative learning, group investigation, is supported by high communication ability as well as motivation to achieve high accomplishment, learning achievement as the last results will be achieved. The ability is addressed especially to the fission of complex learning materials.

Johnson & Johnson (1999) and Sharan & Sharan propound the importance of the implementation of group investigation which aims to discuss complex learning materials. Group investigation is integrated activities related to the ability to master, to analyze, and to synthesize the information that has relation with the means of solving multi-aspect problems. In implementing this group investigation, the teachers are expected to be able to design academic tasks which provide a chance to group members through various contributions in order to reach optimum learning outcome.

The results of learning are gained through a process which involves high cognitive ability. In high order thinking, there has been an inclusion of a person's ability in the cognitive domain that includes analysis, synthesis, and evaluation (Bloom, 1979). Learning outcome on higher cognitive aspects (analysis, synthesis, and evaluation) is gained through the implementation of cooperative learning strategy of group investigation by paying attention to the level of achievement motivation and level of communication skill. It is expected that these things are integrated into each course especially on the course of Developing Teaching Media for Social Science of Elementary School (PMPIPS-SD). This course has an essential role for undergraduate students majoring in Primary Teacher Education program (PGSD) as it prepares the candidates of Elementary School teachers in who have a task to teach social science as one of the subjects they have to teach.

As the future teachers who will teach social science, the students of Primary Teacher Education program are demanded to provide an interesting and appropriate subject. This demand must be noticed by future teachers as the results of some studies show that students' responses toward social science subject are relatively low. Some studies conducted by Setyosari (2003), Heryani (2007), Purwanto (2007), Rohana (2007), and Wirabakti (2007) show that the students at Elementary School commonly have bad responses toward social science subject. The main factor which causes this phenomenon is the lesson mainly emphasizes the concept of memorization (lower cognitive domain) without being accompanied by sufficient teaching media. The teachers of social science rarely employ teaching media when they teach in the classroom. The main obstacle which is faced by the teachers is their ability to understand the characteristics of social science media, characteristics of students, and the basic concept of social science which is relatively low.

Based on the previous proposition, this research aims to investigate (1) the difference of learning outcomes on the course Developing Teaching Media for Social Science of Elementary School (PMPIPS-SD) between group of students who are treated by using PK-IK strategy and PN-DK strategy, between groups which have achievement motivation, and between groups which have communication skill; (2) the effect of interaction between learning strategy and achievement motivation toward learning outcomes on the course PMIPS-SD, between learning strategy and communication skill toward learning outcomes on the course PMP-IPS-SD, between achievement motivation and communication skill toward learning outcomes on the course PMPIPS-SD, and also among learning strategy, achievement motivation, and communication skill toward learning outcomes on the course PMIPS-SD.

2. Materials and Methods

This is a *quasi-experimental research design* which employs *non-equivalent control group design* with factorial pattern 2x2x2 by using *intact group* (Tuckman, 1992 and Salkind, 2006). There are three variables employed: (1) independent variable, in this case learning strategy which has two dimensions, (a) Cooperative learning strategy-Group Investigation (PK-IK) and (b) Non-cooperative learning strategy-Group Discussion (PN-DK); (2) dependent variable, in this case learning outcomes of PMPIPS-SD course; (3) moderator variable, in this case achievement motivation and communication skill.

The subjects of this research are the undergraduate students of the sixth semester (2010/2011) majoring in Primary Teacher Education Study Program at Mataram University who are taking the PMPIPS-SD course. There are four parallel classes of the sixth-semester student in Primary Teacher Education study program, those are class VI-A, VI-B, VI-C, and VI-D which have 50 to 55 students in each class.

The data were collected by using (1) questionnaire of achievement motivation which was adapted from Robinson consisting of 14 items, (2) questionnaire of communication skill which was designed based on the basic concept of communication skill consisting of 15 items, and (3) Test of the learning outcomes which was designed based on the framework of PMPIPS-SD course consisting of 31 items in form of multiple choices and 5 items in form of essay. These instruments were piloted in classes in order to fulfill the requirement of the instruments to be valid and reliable (Truckman, 1999; Sugiyono, 2009; Linn & Gronlund, 1995, and Arikunto, 2006). Furthermore, to test the hypothesis, *three-way ANOVA* with factorial pattern 2x2x2 will be employed (Masrun, 1992; Ferguson & Takane, 1989; and Hair *et al.*, 2006). Testing the null hypothesis will be used significant level at 95% with $\alpha = 0,05$. All of the data analysis and testing the data use *SPSS program 16.0 for Windows*.

3. Results and Discussions

3.1 Result

Based on the data analysis with *three-way* ANOVA and pattern 2 x 2 x 2 by using *SPSS 16.0 for Windows*, as follows:

Table 1
Table of result analysis with three-way ANOVA
Tests of between-subjects effects
Dependent variable: Posttest learning outcomes on the course PMPIPS-SD

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5947.252 ^a	7	849.607	25.319	.000
Intercept	828299.459	1	828299.459	2.468E4	.000
SB	1472.865	1	1472.865	43.893	.000
MB	1644.460	1	1644.460	49.007	.000
KB	2664.548	1	2664.548	79.406	.000
SB * MB	83.121	1	83.121	2.477	.117
SB * KB	10.786	1	10.786	.321	.571
MB * KB	40.872	1	40.872	1.218	.271
SB * MB * KB	8.556	1	8.556	.255	.614
Error	6442.743	192	33.556		
Total	850773.000	200			
Corrected Total	12389.995	199			

a. R Squared = ,480 (Adjusted R Squared = ,461)

Based on the data on the table above, the result of hypothesis testing as follows:

a) Hypothesis One

The hypothesis testing shows the variable learning strategy gave significant effect with F 43.893 with a probability of 0.000 (far under 0.05). Hence, H₀ is rejected or on the other words, there is a difference between groups which were treated by using PK-IK strategy and PN-DK strategy on the course PMPIPS-SD. The mean score of PK-IK strategy is 67.720 and PN-DK is 62.239. It means that the employment of PK-IK strategy gave better results on learning outcome than PN-DK strategy.

b) Hypothesis Two

The hypothesis testing shows the variable achievement motivation gave significant effect with F 49.007 with a probability of 0.000 (far under 0.05). Hence, H₀ is rejected or on the other words, there is a difference in learning outcomes between groups which have high and low achievement motivation on the course PMPIPS-SD. The mean score of High Achievement group is 67.875 and Low Achievement group is 62.084. It means that the group which has high achievement motivation has better learning outcomes than the group with low achievement motivation.

c) Hypothesis Three

The hypothesis testing shows the variable communication skill gave significant effect with F 79.406 with a probability of 0.000 (far under 0.05). Hence, H₀ is rejected or on the other words, there is a difference in learning outcomes between groups which have high and low communication skill on the course PMPIPS-SD. The mean score of the High Communication skill group is 68.655 and Low Communication skill is 61.294. It means that the group which has high communication skill has better learning outcomes than the group with low communication skill.

d) Hypothesis Four

The hypothesis testing shows the variable communication skill has no significant effect with F score 2,477 with probability 0,117 ($> 0,05$) so H_0 is accepted or there is no effect of interaction between learning strategy and achievement motivation on the course PMPIPS-SD.

e) Hypothesis Five

The hypothesis testing shows the learning strategy communication skill has no significant effect with F 0,321 with probability 0,571 ($> 0,05$) so H_0 is accepted or there is no effect interaction between learning strategy and communication skill to the learning outcomes on the course PMPIPS-SD.

f) Hypothesis Six

The hypothesis testing shows the learning strategy of communication skill has no significant effect with F 1,218 with probability 0,271 ($> 0,05$). So that H_0 is accepted or there is no effect of interaction between the motivation to achieve accomplishment and communication skill to the learning outcomes on the course PMPIPS-SD.

g) Hypothesis seven

The hypothesis testing shows the Learning Strategy of * Achievement Motivation * of Communication Skill is not significant with F 0,255 with probability 0,614 ($> 0,05$) so H_0 is accepted or there is no effect between the interaction of learning strategy, achievement motivation, and communication skill to the learning outcomes on the course PMPIPS-SD.

3.2 Discussions

a) The Effect of Learning Strategy to the Student Learning Outcomes on the Course PMPIPS-SD

On the course PMPIPS-SD, during this period has less student attention because it's emphasizing on the cognitive aspect that tends to be memorized (Setyosari *et al.*, 1997; Sumaatmadja, 2006; and Hidayati *et al.*, 2008). Student ignoring the course so that their participation in the learning process is not maximum. The study that was conducted by Chiodo *et al.*, (2002) found that student hopes the learning activities are designed by prioritizing their active involvement by reviewing every topic discussed.

Based on it, some experts try to examine the extending effect of learning strategy that enables the student to involve themselves actively on the learning outcomes as a form of their involvement in all learning activities. Tsoi *et al.*, (2004) tried to utilize cooperative learning-group investigation (PK-IK) as media to involving student learning activities. The study found that PK-IK strategy has a positive impact on student learning outcomes. The same study promoted by Hertz-Lazarowitz *et al.*, (1990) in elementary school students. They found that there is significant effect by using PK-IK strategy toward student learning outcomes. Similar with Johnson *et al.*, (2000) who found that student who learns by using PK-IK has better learning outcomes than conventional strategy.

Several findings result of the previous study above reinforce this research finding that PK-IK strategy has a significant effect on the learning outcomes on the course PMPIPS-SD. These findings similar to the PMPIPS-SD courses purposes that are contained in the syllabus. According to the purposes, the implementation of the course requires to be designed by using PK-IK strategy. This is because, according to the stages of the process which includes analysis, synthesis, and evaluation. Through PK-IK strategy, students are trained to analyze, synthesize, and evaluate the literature resources to solve problems related to the topic they have chosen. If all the stages are well executed by them, they will be able to get good learning outcomes in which it is described through analysis, synthesis, and evaluation ability.

b) The Effect of Achievement Motivation to the Student learning outcomes on the course PMPIPS-SD

The testing result shows the effect of achievement motivation variable has a significant effect with F score 49.007 and probability 0.000 (far under 0.05) so that H_0 is rejected or there is different result between learning course of PMPIPS-SD and group of student with high achievement motivation. Similar research finding was proposed by Pintrich (2003), Lumsden (2004), Knowles & Kerkman (2007), and Tella (2007) that achievement motivation has an important role to the person in the study. The motivation to achieve accomplishment on learning outcomes as form result of student learnings. A person who has achievement motivation will encourage themselves to do something better than others with low motivation. This means that a person with high achieving motivation

will produce something better (learning outcomes) than someone who has no achievement motivation (low achievement motivation).

Pintrich (2003) and Knowles & Kerkman (2007) emphasized that achievement motivation is very important in teaching and learning process. A student with high achievement motivation tends to make realistic choices on their own actions as a way for assessing their ability with tasks that will be done. In teaching and learning process, lecturer and student have different roles for observing basic concepts and scientific field development. Lecturers can be learning motivator and student have to motivate themselves to achieve learning target. The achievement motivation is needed by students as a guiding to responsible the task that must be completed. Furthermore, achievement motivation is also becoming a motivator for the student to work seriously to accomplish the tasks that must be done.

c) The effect of Communication Skills to the students learning outcomes on the course PMPIPS-SD

The testing result shows the communication skill variable has a significant effect with F score 79.406 and probability 0,000 (far under 0.05) so that H_0 is rejected or it is different between a group of students with high achievement and low achievement motivation on the course PMPIPS-SD. To find out which level of communication skill has a better effect, it can be seen through the two different scores of both communication skill levels. Hence, The data analysis shows that the *mean* score the student with high-level communication skills has a better effect with score 67.875 to the students learning outcomes than low-level students communication skills 62,084.

This similar study result was promoted by Mulholland's assertion (2001) and Hartley (1993) who argued that communication skills are an important part that student must have in their relation to others. Through a series of communications, one can convey their opinion to make others understand what they are thinking, either the people doing the communication individually or in a group.

Communication skill is a possessed skill owned by a person in dealing with others, both individually and in groups (Heinich, 2003). The relation among people is done through activity to share information, ideas, thoughts, and observations. Individual activity was conducted with the attention that indicates openness, empathy, support for others, well interaction, and similarities in the use of language. In a group, communication is done by taking attention to the verbal aspect, nonverbal, and physical context and non-physical context (Heinich, 2003 and Barker, 2006).

The learning process, both in class and outside basically is an intensive interaction activity between the parties (students and lecturers). The process of interaction can be done verbally and nonverbally, either one-way, two-way, or multi-direction. The process of interaction is an activity to convey and discuss information, ideas, thoughts, and observations. Students with high communication skills can engage in intensive and endless interactions with other students. The high of communication skill can assert a person in developing responsibility action, either individually or group.

d) The effect of Learning Strategy and Achievement Motivation to Student Result on PMPIPS-SD Course

The hypothesis testing shows that the interaction of Learning Strategy * Achievement Motivation is not significant with F to score 2,477 and probability 0,117 ($> 0,05$) so that H_0 accepted or there is no interaction effect between learning strategy (PK-IK and PN-DK) and achievement motivation (High and low level) to the learning outcomes on the course PMPIPS-SD.

The disappearing of interaction as a logical effect on it, either as main variable or supporting variable of learning strategy to the achievement motivation. The disappearing of interaction shows the superiority of the learning strategy toward achievement motivation is not significant enough to be student reference to get better learning outcome.

Based on all the learning stages, it appears that although the PK-IK strategy emphasizes the activity of analysis, synthesis, or evaluation, by using this strategy its possible to practicing similar activities. Although the same activities will be done by the lecturer through the same process. In addition, although the PK-IK learning strategy is supported by high achievement motivation, it is possible that the PN-DK strategy is also inseparable with high achievement motivation. A group of students who have high achievement motivation on different learning strategies statistically not different even when viewed from the *mean* score indicates a difference.

The same study findings on elementary school students research were conducted by Byer (2002) and Tan (2011) in which the students taught by the PK-IK strategy significantly are showing different learning outcomes with the PN-DK strategy. Similarly, students who have high achievement motivation differ significantly with low learning

motivation. However, when they interact there is no significant interaction between learning strategies and learning motivation with student learning outcomes.

- e) The effect Interaction between Learning Strategy and Communication Skills to the Student Learning Outcomes on the course PMPIPS-SD

The testing result shows that interaction of Learning Strategy *Communications Skill has no significant effect with F score 0.321 with probability 0.571 (> 0.05) so that H_0 is accepted or there is no effect of learning strategy interaction and communication skill to the learning outcomes on the course PMPIPS-SD.

Based on the analysis above, it was found that the absence of interaction as a consequence of the absence main effect, both the main variable learning strategy and moderator variable communication skills. It shows that the use of learning strategy doesn't guarantee student to get learning outcomes. Although the learning outcomes show there are significant differences due to the effect of learning strategy and communication skill separately, if the variable in the same way, between independent and supporting variable, was found that both of them has no dominant effect that affects the dependent variable. Besides that, similarly, a study by Tek & Peng (2000) found that there no interaction between learning strategy and communication skills toward learning outcomes among high school students in Malaysia. Another study by Chen (2011) who argues that the disappearing such as interaction as a result of non-dominant learning outcomes of learning strategy and the skills of communication to the learning outcomes. It was also found that the skills of communication have no more dominant effect than the learning strategy on the learning outcomes.

- f) The effect Interaction between Achievement Motivation and Communication Skills to the Student Outcomes on the course PMPIPS-SD.

The testing result shows that interaction of Achievement Motivation * Communications Skill is not significant with F to score 1,218 and probability 0,271 ($> 0,05$) so that H_0 accepted or there is no effect of interaction between achievement motivation and communications skill to the learning outcomes on the course PMPIPS-SD. Besides that, it was found that both students with high and low achievement motivation have no interaction although there was a significant effect on the learning outcomes. It means that the effect of motivation to achieve accomplishment and communication skills to the learning outcomes is not dominant (superiority) on the course PMPIPS-SD. This shows that there is no main effect between achievement motivation variable and communications skill toward students learning outcomes.

The result of Brown study (2011) proves there is a significant influence of achievement motivation to the learning result, but achievement motivation is not enough to interact with communications skill to result of learning. It was also confirmed by the results of Heafner's study (2004) in primary school, student that there is no interaction between communication skills and achievement motivation to student learning outcomes. Nevertheless, both of them separately has a significant effect. On the other hand, there is a brief explanation from Mason (2000-2001) through his research results on high school students on social studies. The research found that there is a significant role effect of achievement motivation to the student learning outcomes.

- g) The effect Interaction between Learning Strategy, Achievement Motivation and Communication Skills to the Student Learning Outcomes on the course PMPIPS-SD

The testing result shows that interaction of Learning Strategy *Achievement Motivation* Communication Skill is not significant with F score 0,255 and probability 0,614 ($> 0,05$) so that H_0 accepted or there is no effect of learning strategy, achievement motivation, and communication skill to the learning outcomes on the course PMPIPS-SD.

In fact, the *mean* score in each group indicates the differences of PK-IK strategy, high-achievement motivation, and high-level communication skills is bigger than a group of PN-DK strategy, low achievement motivation, and low-level communication skills. However, the difference of the scores does not describe the interaction between independent variables (learning strategy) and moderator variables (motivation to achieve accomplishment and communication skill) with student learning outcomes on the course PMPIPS-SD. Both the independent variable and moderator variable has no dominant effect each other, so the two variables have no *main effect* on the independent variable.

According to Covington (2000) argues the although independent variable has a significant effect, in fact, it doesn't have significant interaction with moderator variables toward learning outcomes on the course PMPIPS-SD. A study by Schunk (2000) and Schunk *et al.*, (2008) was also emphasized that there is no interaction between PK-IK strategy used in primary school learning with motivational variable and communication skill.

4. Conclusion

Based on research and discussions above, it can be concluded as follows;

There are differences between learning outcomes on PGSD Study Program with PMPIPS-SD course between for those who obtained a group of cooperative-investigations learning strategies and a group of non-cooperative learning strategy. Student learning outcomes with cooperative learning strategy were higher than those who using non-cooperative learning group discussions.

Besides that, between a student of PGSD Study Program on the course PMPIPS-SD with high achievement motivation and low achievement motivation has different learning outcomes. A student who has higher achievement motivation has better learning outcomes than those with low achievement motivation.

A student who has high communication skills of PGSD Study Program on the course PMPIPS-SD are higher than those with low-level communication skills. Learning strategy and achievement motivation did not show any interaction effect on student learning outcomes of PGSD Study Program in PMPIPS-SD subject. The absence of interaction is the impact of the absence of the dominant influence of learning strategy on achievement motivation or vice versa to learning result.

There is no interaction effect between learning strategy and achievement motivation on student learning outcomes of PGSD Study Program on the course PMPIPS-SD subject. The absence of interaction is the impact of absence the domination effect on the learning strategy on achievement motivation or the otherwise to the learning outcomes.

Achievement motivation and communication skills do not indicate any interaction effect on student learning outcomes of PGSD Study Program on the course PMPIPS-SD. The absence of interaction is the impact of the absence of domination impact of achievement motivation on the communication skills or learning outcomes.

There is no interaction among learning strategy, achievement motivation, and communication skills to the student learning outcomes of PGSD Study Program on the course PMPIPS-SD. The absence interaction as the absence of domination effect on learning strategy on achievement motivation and communication skills has no effect on the interaction event to the on learning outcomes.

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Statement of authorship

The author has a responsibility for the conception and design of the study. The author has approved the final article.

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